

Lecturer in Education (Evaluation, Review and Evidence-Informed Practice), University of Birmingham

My research and teaching are focused on supporting students, school leaders and policy-makers to improve education through research- and evidence-informed policy and practice. I have specialist expertise relating to research synthesis and review, quantitative methods and secondary data analysis, educational evaluation and improvement, social research methodology and knowledge transfer (i.e. evidence-informed practice).

Topics which I have examined in-depth through my work include school value-added ('Progress') measures, teacher evaluation, professional development and learning programmes, and school effects on wider ('non-cognitive') outcomes. My work on school accountability has led to several high-impact papers (see below), an interview on BBC Radio 4, and has been cited widely and internationally including by UNESCO, the Young Lives International Study, FFT Education Datalab and featured in national news media.

Employment

September 2018 to Present

- Lecturer and Programme Director, Educational Leadership Programmes, University of Birmingham
- Head of Research and Knowledge Transfer, Department for Teacher Education (from Jan 2020)
- Associate Research Manager, Centre for the Use of Research and Evidence in Education (CUREE)

My current affiliations and memberships include:

- Editorial board member, Educational Review.
- External Examiner, MSc Educational Research, University of Exeter – (February 2020 - present)
- Associate Analyst, Department for Education (Quantitative Research and Secondary Data Analysis specialism)
- EEF Evaluation Panel Member, Consortium Team Leader and Peer Reviewer
- Fellow, Higher Education Academy
- Professional Affiliate, Chartered College of Teaching
- Accredited researcher, Office for National Statistics (ONS)
- Board member, University of Birmingham Education Leadership Academy
- Member, British Educational Research Association and Educational Effectiveness and Improvement SIG

Previous Employment

Teaching Fellow and Visiting Lecturer, MA School Improvement and Educational Leadership (October 2013 – August 2018), MA Social Research Methods (2015-2018), University of Birmingham

Research Manager, Centre for the Use of Research and Evidence in Education (CUREE) (October 2016 to August 2018)

Research Fellow, University of Birmingham, (January - June 2016)

Research Associate, Durham University, (July 2014 - 2016),

KS2 classroom teacher and private tutor (Maths, KS2-5), Sandwell and Dudley Local Authorities (Sep 2008– Aug 2012)

Academic Qualifications

University of Birmingham, 2012- 2016, PhD Education, PGCARMS (Advanced Research Methods and Skills)

University of Warwick, 2007- 2008, PGCE (Secondary Business Education)

University of Leicester, 2003-2007, MSc Economics (Distinction), BSc Economics (1st Class Honours)

Selected Research Projects and Funding Overview

I have led and/or worked on a diverse range of research projects, with a combined value of £1.7m:

2020-21, EEF Systematic Review of Cognitive Science Approaches in the Classroom (£82k, Principle Investigator)

2020, Aimhigher West Midlands – Evaluation of Maths Outreach Support (£10k, PI)

2019-20, Exclusion of autistic children and young people: understanding causes and developing and disseminating a local-authority level model of best practice (£99.4k, CI)

2019-20, Educational Disadvantage: Towards an Interdisciplinary Understanding (£12.3k, CI)

2019-20, Migrant children with SEND – exploring schools’ data and information needs (£9k, CI)
 2018-20, Paul Hamlyn Foundation (PHF) Teacher Development Fund (£114k, CI)
 2017-19, DfE School Strategic Improvement Fund (SSIF) – Evaluation lead working to develop monitoring and evaluation approaches across seven SSIF programmes (£274.8k, Research Manager)
 2017-18, The National Gallery - City Year Project Evaluation (£6.3k, RM)
 2017-18, Paul Hamlyn Foundation (PHF) Teacher Development Fund Pilot (£157.0k, CI)
 2017-18, IDB Review of International Teacher Evaluation Systems (\$40k, RM)
 2017-18, Wellcome Subject-Specific CPD Rapid Evidence Review (£60.1k, CI)
 2017, Review of STEM Learning’s Impact Toolkit (£2.3k, RM)
 2016-18, Education International, Teacher Professional Identities Comparative Review (€35.7k, CI)
 2016-17, Year 4 of British Film Institute Into Film 5-19 Programme Evaluation (£25.2k, CI)
 2016-17, STEM Learning ENTHUSE Partnership Programme (EPP) Evaluation (£16.3k, RM)
 2016-18, DfE Workload Challenge Data Management R&D - Research Consultancy (£5.3k, RM)
 2015-16, EEF Pilot Evaluation of IRIS-Connect (£62k, CI)
 2012-16, ESRC PhD Studentship with enhanced Advanced Quantitative Methods stipend,
 Thesis Title: The Validity, Interpretation and Use of School Value-Added Measures (£40.5k, PI)

Doctoral Supervision

I am currently lead supervisor of one and co-supervisor of four doctoral students:

- Guerin, C. – The collection and use of data at a multi-academy trust, school, and individual teacher level. (PhD) (Lead Supervisor)
- Hopkins, L. – Raising Aspirations for Primary School Children: Forty Years of Education Policy and Its Impact (PhD, ESRC scholarship)
- Entwistle, C. – Creating new from old: exploring the lived experiences of secondary school senior leaders implementing change within sponsored academies in disadvantaged communities in England (EdD)
- Horton, M. – A quasi-experimental longitudinal study looking at the impact of University widening participation outreach work on disadvantaged school children’s future aspirations, confidence, knowledge of higher education, attainment and post 16 destinations. (PhD)

Previous doctoral supervisions (all awarded):

- Ecoeur, J. – Academic Middle Managers Leadership for learning role in college-based HE (EdD)

Invited Talks and Other Teaching Experience

- Invited keynote and chair of InsideGovernment ‘Adapting to Progress and Attainment 8 in Schools’ conference. I led discussions between representatives of Ofsted, NAHT, NFER and executive and senior school leaders.
- I have given numerous talks and delivered training to teachers and leaders on the use of research, data and evidence.

Knowledge Exchange and Academic Citizenship

- I have reviewed for British Educational Research Journal, the International Journal of Research & Method in Education, Review of Education, Oxford Review of Education, the Journal of Professional Capital and Community, Education 3-13, Frontiers in Education, Paedagogica Historica, Bloomsbury and Harvard Education Press.
- Advisory group member, Research into the competitive effects of free schools on student outcomes in neighbouring schools by the Institute of Education, UCL, funded by the Nuffield Foundation.
- Steering group member, Widening Participation HEAT database Outreach Coverage project.
- Chartered College of Teaching (CCT) MOOC creation – I created and led two teaching weeks for two CCT MOOCs, one on Measuring Progress and Evidence-Informed Education, another on Research Synthesis and Review. They both had approximately 3000 teachers, school leaders enrol and both were highly rated (4.7 and 4.8/5.0).
- I provided an expert witness statement about the validity, use and interpretation of Progress 8 performance data for a 2019 Employment Tribunal case by the Teachers’ Regulation Agency investigating examination malpractice.

Publications

I am currently working on several papers on topics including school mobility and academic achievement, pupil attitudes to learning and school, performance by socio-economic status and ethnicity in Birmingham, a systematic review of feedback in Higher Education, and inference and uncertainty in education data. I am also co-authoring a book reviewing the educational effectiveness and improvement field.

Research Review and Synthesis

- PERRY, T., FINDON, M., CORDINGLEY, P., BRAIM, B., DAVISON, I., WHATMORE, T., COTTLE, D., ANBREEN, N., CRISP, B. (2020) Teacher Education Modality Rapid Review: Modes, Affordances and Evidence on Remote and Blended Initial and Continuing Teacher Education. STEM Learning.
- DAY-ASHLEY, L., SKINNER, R., MEYER, A., & PERRY, T. (2020) Private Education and Disadvantaged Children in India: A literature review of three models of private school provision. Save the Children. Available: <https://resourcecentre.savethechildren.net/library/private-education-and-disadvantaged-children-india-literature-review-three-models-private>
- JØRGENSEN, C., DOBSON, G. & PERRY, T. (2020) Migrant children with Special Educational Needs in European Schools – a review of current issues and approaches. European Journal of Special Needs Education. <https://doi.org/10.1080/08856257.2020.1762988>
- PERRY, T., CORDINGLEY, P., JOHNS, P., & BRADBURY, M. (2018) International Review of Teacher Evaluation Systems: Executive Summary, Main Report, Technical Report and System Case Studies. Prepared for the Inter-American Development Bank (IDB).
- CORDINGLEY, P., GREANY, T., CRISP, B., SELEZNYOV, S., BRADBURY, M., & PERRY, T. (2018). Developing Great Subject Teaching: Rapid Evidence Review of Subject-Specific Continuing Professional Development in the UK. Wellcome Trust. Retrieved from <http://www.curee.co.uk/node/5032>
- MORRIS, R. & PERRY, T. (2017). Reframing the English grammar schools debate. Educational Review, 69(1), 1-24. <http://dx.doi.org/10.1080/00131911.2016.1184132>

Evaluation and Analysis (Policy, Programmes and Practice)

- PERRY, T. (In Press). Educational Attainment in Birmingham: Examining the Data. In Diamond, C. (Ed.) 'Lessons in urban education leadership and policy from the Trojan Horse affair'. Crown House.
- PERRY, T., DAVIES, P., & BRADY, J. (2020). Using video clubs to develop teachers' thinking and practice in oral feedback and dialogic teaching. Cambridge Journal of Education. <https://doi.org/10.1080/0305764X.2020.1752619>
- CUREE (2019). Teacher Development Fund: Embedding learning through the arts in the primary curriculum. Paul Hamlyn Foundation. Retrieved from <https://www.phf.org.uk/publications/teacher-development-fund-pilot-programme-2016-18-evaluation/>
- DAVIES, P., DIAMOND, C. & PERRY, T., (2019). Implications of autonomy and networks for costs and inclusion: Comparing patterns of school spending under different governance systems. Educational Management Administration & Leadership. <https://doi.org/10.1177/1741143219888738>
- CORDINGLEY, P., CRISP, B., JOHNS, P., PERRY, T., CAMPBELL, C., & BELL, M. (2019) Constructing Teachers' Professional Identities. Available: https://issuu.com/educationinternational/docs/2019_ei_research_constructing_teach
- MORRIS, R. & PERRY, T. (2019) Private schools for free? Parents' reasons for choosing a new Free School for their child. Cambridge Journal of Education, 49(5), 535-552. <https://doi.org/10.1080/0305764X.2019.1571561>
- CUREE (2018). Teacher Development Fund: Year 1 Pilot Evaluation Report. Paul Hamlyn Foundation. Retrieved from <https://www.phf.org.uk/publications/teacher-development-fund-year-1-pilot-evaluation/>
- PERRY, T., DAVIES, P. & QIU, T. (2018). Great grade expectations? The role of pupil expectations in target setting. International Journal of Educational Research, 89, 139-152. <https://doi.org/10.1016/j.ijer.2017.10.010>
- CUREE (2017). External Evaluation of the ENTHUSE Partnership Programme (EPP) - Final Report, STEM Learning. Retrieved from: <https://www.stem.org.uk/sites/default/files/pages/downloads/ENTHUSE-partnerships-programme-final-report.pdf>

- DAVIES, P., PERRY, T. & KIRKMAN, J. (2017). IRIS Connect: Developing classroom dialogue and formative feedback through collective video reflection Evaluation report and executive summary. Retrieved from https://educationendowmentfoundation.org.uk/public/files/EEF_Project_Report_IRIS.pdf
- PERRY, T. (2016). English value-added measures: Examining the limitations of school performance measurement. *British Educational Research Journal*, 42(6), 1056-1080. <http://dx.doi.org/10.1002/berj.3247>
- CUREE (2016). Paul Hamlyn Foundation Teacher Development Fund Pilot Evaluation – Year 1. Retrieved from <https://www.phf.org.uk/publications/teacher-development-fund-year-1-pilot-evaluation/>
- ROGERS, K. I. & PERRY, T. (2015). *Exploring the Impact of Sentencing Factors on Sentencing Domestic Burglary. Exploring Sentencing Practice in England and Wales*. England: Palgrave.
- PERRY, T. (2013). *Graydin Evaluation Report*, Project Oracle, University of Birmingham.

Methodology and Knowledge Transfer

- PERRY, T., MORRIS, R. & ASQUITH, S. (2020). Mind the gap: Using evidence in education. *BERA Research Intelligence*, 144, 28-29.
- MORRIS, R., PERRY, T. & ASQUITH, S. (2020) *The Opportunities and Challenges of Leaders Using Evidence in Education*. In Gorard, S. (Ed.) *Getting evidence into education*. London: Routledge
- PERRY, T. (2019). ‘Phantom’ compositional effects in English school value-added measures: the consequences of random baseline measurement error. *Research Papers in Education*, 34(2), 239-262. <https://doi.org/10.1080/02671522.2018.1424926>
- KING, M., AGBOOLA, K., PERRY, T. and BRADBURY, M. (2018) *Workload Challenge: KS5 data research report*. DfE: London (Report from Hatcham College) Retrieved from <https://www.gov.uk/government/publications/teacher-workload-challenge-school-research-project-reports>
- PERRY, T. (2017). Inter-method reliability of school effectiveness measures: a comparison of value-added and regression discontinuity estimates. *School Effectiveness and School Improvement*, 28(1), 22-38. <http://dx.doi.org/10.1080/09243453.2016.1203799>
- PERRY, T. (2016). *The validity, interpretation and use of school value-added measures* (Ph.D. thesis, University of Birmingham, School of Education). Available: <http://etheses.bham.ac.uk/6773/>

Selected Media Impact

- ALLEN-KINROSS, P. (2020). MAT savings slammed as mythical in new report. *News Report – Edition 201 Schools Week*. Available: <https://schoolsweek.co.uk/mat-savings-slammed-as-mythical-in-new-report/>
- PERRY, T. (2018). School progress measures are a missed opportunity for a fairer and more informative approach. *Social Sciences Birmingham Blog*. Available: <https://blog.bham.ac.uk/socialsciencesbirmingham/2018/05/25/school-progress-measures-are-a-missed-opportunity-for-a-fairer-and-more-informative-approach/>
- BBC RADIO (2018). Expert interview for BBC Radio 4 More or Less programme for a feature on school progress measures. Available: <https://www.bbc.co.uk/programmes/p067kzbn> (from 12:50)
- TES (2018). Schools with low results least likely to prioritise subject-related CPD, report finds. Available: <https://www.tes.com/news/school-news/breaking-news/schools-low-results-least-likely-prioritise-subject-related-cpd>
- ROBERTSON, A. (2018). How Progress 8 disguises grammar school pupils’ true performance. *News Report - Schools Week*. Available: <https://schoolsweek.co.uk/how-progress-8-disguises-grammar-school-pupils-true-attainment/>
- PERRY, T. (2018). Progress 8 is biased towards grammar schools – here’s the solution. *Expert Piece - Schools Week*. Available: <https://schoolsweek.co.uk/progress-8-is-biased-towards-grammar-schools-heres-the-solution/>
- SANDERSON, D (2018). Education undervalued in Scotland, teachers say. *The Times*. 3rd January 2018. Available: <https://www.thetimes.co.uk/edition/scotland/education-undervalued-in-scotland-teachers-say-hrz8znnbk>
- PERRY, T. (2017). How much confidence should we place in a progress measure? *SSAT Blog*. Available: <https://www.ssatuk.co.uk/blog/confidence-progress/>

- PERRY, T. (2017). Why new school performance tables tell us very little about school performance, The Conversation. Available: <https://theconversation.com/why-new-school-performance-tables-tell-us-very-little-about-school-performance-71235>
- PERRY, T. and MORRIS, R. (2016). Time for an honest debate about grammar schools. The Conversation. Available: <https://theconversation.com/time-for-an-honest-debate-about-grammar-schools-62370>

Selected Conference Presentations

- PERRY, T. (2020) Policy and Teacher Identity. In HENRY, M. (Chair), Teachers' Professional Identity: Policies, Professional Learning and Leadership. Symposium presented at ICSEI Congress 2020. Marrakech, Morocco. 6th – 10th January 2020.
- PERRY, T. (2020) Using Pupil Attitudes to Learning and School Data for School Self-Evaluation. Poster presented at ICSEI Congress 2020. Marrakech, Morocco. 6th – 10th January 2020.
- PERRY, T., CRISP, B., JOHNS, P. & HARRISON, R. (2019) Formative Evaluation at Scale: Evidence of and for Improvement from 7 Strategic School Improvement Fund (SSIF) Programmes. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.
- WRIGLEY, T., LECKIE, G. & PERRY, T. (2019) Symposium: Accountability in crisis - holding the judges to account. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.
- JOHNS, P., CORDINGLEY, P., CRISP, B. & PERRY, T. (2019) Constructing teachers' professional identities: an international perspective on the role of professional formation and development. British Educational Research Association Conference, Manchester. 10th to 12th September 2019.
- JØRGENSEN, C., PERRY, T., DOBSON, G. & CINOTTI, A. (2019) Migrant Children with SEND – What Information is Needed to Best Support Them in Schools and How Can It Be Collected? European Conference for Educational Research, Hamburg, Germany. 3rd to 6th September 2019
- PERRY, T. & BRADBURY, M. (2018) Evaluating English Teacher Evaluation: How does teacher evaluation policy in England compare to international policy, practice and evidence? British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- CORDINGLEY, P., CRISP, B., PERRY, T. & BRADBURY, M. (2018) Subject-specific and generic CPD in the UK: what this means to schools serving vulnerable communities. British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- CRISP, B., CORDINGLEY, P. & PERRY, T. (2018) Continuing Professional Development & Learning and national construction of teachers' professional identities: an international perspective. British Educational Research Association Conference, Newcastle. 11th to 13th September 2018.
- PERRY, T. & CRISP, B. (2017) Embedding Learning through the Arts in the Curriculum: Lessons from the Paul Hamlyn Foundation Teacher Development Fund Pilot Evaluation. British Educational Research Association Conference, Brighton. 5th to 7th September 2017.
- DAVIES, P., PERRY, T. & BRADY, J. (2017) Using video clubs to developing teachers' thinking and practice in feedback and dialogic teaching. 17th Biennial EARLI Conference, Tampere, Finland. 29th August to 2nd September 2017.
- PERRY, T. (2016). School Effects on Pupil Attitudes to Learning and Schools: Value-added and Regression Discontinuity Estimates. 29th ICSEI Congress 2016. Glasgow, Scotland.
- PERRY, T. (2015). Measures of school effectiveness: a test of inter-method reliability. 16th Biennial EARLI Conference 2015. Limassol, Cyprus.
- PERRY, T. (2014). Value-added and Accountability: Fit for Purpose?, British Educational Research Association Conference, London. 16th -19th September 2014.